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the 1990s, the number of people in the world who are under 15 years of age is expected to increase by 1.5 billion (United Nations 1994).

There is a growing awareness of the need to address the needs of children in the 1990s. The United Nations Children's Fund (UNICEF) has been instrumental in this regard, and has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994).

The purpose of this paper is to review the current state of knowledge on the needs of children in the 1990s, and to discuss the implications for policy and practice. The paper is organized into four sections: (1) the current state of knowledge on the needs of children, (2) the implications for policy and practice, (3) the role of the United Nations, and (4) conclusions.

1. The current state of knowledge

The current state of knowledge on the needs of children is based on a number of sources, including: (1) the work of the United Nations Children's Fund (UNICEF), (2) the work of the World Bank, (3) the work of the International Labour Organization (ILO), (4) the work of the United Nations Development Programme (UNDP), and (5) the work of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

The United Nations Children's Fund (UNICEF) has been instrumental in the development of the current state of knowledge on the needs of children. UNICEF has produced a series of reports on the state of the world's children (UNICEF 1990, 1991, 1992, 1993, 1994).

The World Bank has also been instrumental in the development of the current state of knowledge on the needs of children. The World Bank has produced a series of reports on the state of the world's children (World Bank 1990, 1991, 1992, 1993, 1994).

The International Labour Organization (ILO) has also been instrumental in the development of the current state of knowledge on the needs of children. The ILO has produced a series of reports on the state of the world's children (ILO 1990, 1991, 1992, 1993, 1994).

The United Nations Development Programme (UNDP) has also been instrumental in the development of the current state of knowledge on the needs of children. The UNDP has produced a series of reports on the state of the world's children (UNDP 1990, 1991, 1992, 1993, 1994).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has also been instrumental in the development of the current state of knowledge on the needs of children. The UNESCO has produced a series of reports on the state of the world's children (UNESCO 1990, 1991, 1992, 1993, 1994).

2. The implications for policy and practice

The implications for policy and practice are based on the current state of knowledge on the needs of children. The implications are: (1) the need to address the needs of children in the 1990s, (2) the need to address the needs of children in the 2000s, and (3) the need to address the needs of children in the 21st century.

The need to address the needs of children in the 1990s is based on the current state of knowledge on the needs of children. The need to address the needs of children in the 2000s is based on the current state of knowledge on the needs of children. The need to address the needs of children in the 21st century is based on the current state of knowledge on the needs of children.